

BEHAVIOUR MANAGEMENT AND STUDENT SUPPORT POLICY



Relevant to:	All staff, all students, all parents
Developed by:	Management Team
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Related Documents:	Anti-Bullying, Harassment and Discrimination Policy Child and Youth Safety and Wellbeing Policy Child Protection and Mandatory Reporting Policy Code of Conduct and Duty of Care for Employees Critical Incident Policy Enrolment Policy and Procedure Gender and Inclusivity Policy Student Concerns, Feedback and Complaints Procedure Parent Code of Conduct Pastoral Care Policy and Procedure TVSS Student Issue Resolution Process

PURPOSE

The Behaviour Management and Student Support Policy of Tamar Valley Steiner School outlines the school's commitment to fostering a safe, respectful, inclusive and supportive learning environment for all students, staff and families from kindergarten through to Year 10.

This policy establishes procedures and guiding principles that:

- promote the physical, emotional, cultural and psychological safety of all children and young people,
- support positive behaviour, respectful relationships and responsible participation in school life,
- uphold the dignity and rights of all members of the school community,
- ensure procedural fairness in responding to behaviour concerns,
- support students to develop self-awareness, responsibility and restorative capacities,
- and meet the school's obligations under relevant child safety, anti-discrimination and educational legislation.

The school recognises that behaviour is a form of communication and that children and young people are continuously developing social, emotional, behavioural and self-regulation capacities across all developmental stages.

The school acknowledges its obligations under:

- the Education Act 2016 (Tas),

- Ministerial Instruction No. 7 - Elimination or Amelioration of Risks to Health and Safety of Persons at School (Tas)
- the Anti-Discrimination Act 1998 (Tas),
- the Disability Discrimination Act 1992 (Cth),
- the Disability Standards for Education 2005 (Cth),
- the Disability Rights, Inclusion and Safeguarding Act 2024 (Tas),
- Child and Youth Safe Organisations Act 2023 (Tas),
- Tasmanian Child and Youth Safe Standards
- Work Health and Safety Act 2012 (Tas),
- and the United Nations Convention on the Rights of the Child.

The focus throughout this policy is to meet Tamar Valley Steiner School's public commitment to safety and well-being of all children and young people and to meet the standards of the National Principles for child safety. This is the primary focus of our care and decision-making, with particular attention paid to the cultural safety of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability and vulnerable children.

GOAL

The goal of this policy is to provide clear, fair and supportive processes to:

- minimise the risk of harm,
- maintain safe and inclusive learning environments,
- support students to learn and practise positive behaviours,
- uphold the rights of all students to access education safely and without fear of harm,
- strengthen students' capacity for self-regulation, empathy, accountability and restorative action,
- and support the development of respectful, responsible and socially aware young people.

PRINCIPLES

- Tamar Valley Steiner School is a place of learning and culture where every student has the right to learn in a safe, respectful and inclusive environment.
- Every child and young person has the right to physical and psychological safety.
- All students have the right to access education free from violence, harassment, bullying, intimidation and ongoing disruption.
- Educators have a Duty of Care to protect the safety, dignity and wellbeing of all students.
- Behaviour support practices must be fair, proportionate, non-discriminatory and consistent with child safety obligations.
- The school recognises that behaviour may arise from disability, trauma responses, emotional dysregulation, sensory needs, developmental stage or unmet support needs.
- The school is committed to culturally responsive, trauma-informed and inclusive practice.
- The school must balance the rights and needs of the individual student with its responsibility to maintain a safe learning environment for the broader school community.

The school also recognises that adolescence is a unique developmental stage characterised by increasing independence, identity formation, emotional intensity, social complexity and growing responsibility. Behaviour support approaches for high school students place increased emphasis on:

- personal accountability,
- respectful relationships,
- consent and boundaries,
- digital citizenship,
- restorative action,
- community responsibility,
- leadership,
- and preparation for adult participation in society.

SAFETY OF ALL STUDENTS AND PEER-TO-PEER HARM

The school recognises that all students have the right to access education in a physically and emotionally safe environment. Ensuring there are processes in place to minimise Peer-to-peer harm is an important factor maintaining our responsibilities to our students.

This includes the right to:

- learn free from violence, harassment, bullying and intimidation,
- experience psychological safety and wellbeing,
- participate in learning without ongoing disruption caused by unsafe behaviours,
- and receive protection from peer-to-peer harm.

Peer-to-peer harm, including bullying, coercive behaviour, discriminatory conduct, harmful sexual behaviour, physical aggression, emotional abuse, online abuse and social exclusion, will be responded to proactively and consistently as part of the school's child safety responsibilities.

The school recognises that repeated exposure to aggressive, violent, threatening or highly disruptive behaviour may negatively impact the wellbeing, regulation, learning and educational access of other students and staff.

PROCEDURES

Tamar Valley Steiner School have a duty to care for the physical, social and emotional wellbeing of all students and young people, and staff. Our procedures in addressing unacceptable behaviour and student supports aim to protect all from harm and to provide opportunities for our students to learn the behaviours appropriate to different situations. These responsibilities are met through a three-fold approach which incorporates being proactive, being supportive and being responsive.

1. Being Proactive

- All staff must model the respectful behaviours and language that this policy seeks to achieve and support in the culture of the school. To do this all staff must be familiar with and understand the content of: The TVSS Staff Code of Conduct and Mandatory Reporting Policy and the TRB Professional Boundaries: Guidelines for Tasmanian Teachers.

- Staff will attend professional development opportunities that provide guidance and skill development in Behaviour Management including workshops to deepen a Restorative approach to conflict
- The principal will seek professional guidance directly for staff and the community in response to any specific presenting concerns such as bullying, inappropriate sexual behaviours etc.
- Staff will include in their regular study the 'Guiding Principles for Discipline, Tone and Moral Education' as indicated by Rudolf Steiner.
- Parents, on enrolment, will be provided with the policies that will assist them to support positive behaviours and safety whilst at school, such as: the Dress code, Healthy eating guide, Sun smart policy and other guidelines which aim to ensure students safety and wellbeing.
- Staff will model wearing appropriate dress, including the wearing of hats when on duty in high UV days, and footwear appropriate to the activity.
- Staff will provide adequate supervision of outside areas and ensure that classrooms are not accessed without supervision during recess and lunch times,
- The school will develop a variety of play areas to encourage both quiet and physically challenging activity, and the diverse physical, emotional and social needs of the children
- The teachers and administration staff will establish close communication with individual parents from the time of enrolment, via ongoing contact and communications including meetings when necessary
- Upon enrolment the principal and teachers will ensure that they are well informed about additional needs for each child through discussion with previous schools, sourcing relevant reports, and meeting with parents. This will involve the development of a support plan upon enrolment to clearly outline the supports that can be provided.
- Teachers will develop Individual Education Plans in collaboration with the student and/or parents, to ensure parents and the school are informed about the supports provided to individual students, for both learning and behavioural outcomes
- Teachers will structure lessons and the classroom environment to provide students with multiple ways to connect with the curriculum and to maintain engagement and inclusion.
- Teachers provide integrated pastoral care services, through class teachers and College of Teachers.
- Education staff will record and monitor any behaviours of concern, these records are shared with the principal each day, and TVSS will communicate issues to parents in accordance with our reporting and communication procedures.

1.1 Positive Behaviours Encouraged

In the day-to-day teaching and learning an emphasis is placed on outlining and encouraging positive behaviours in the students through each child understanding their rights and responsibilities.

Positive Behaviours Encouraged and Modelled in the school are as follows:

Early Childhood and Primary Years

- Respecting self, others and the environment
- Sharing the learning space and equipment with other students in a cooperative way
- Listening respectfully
- Following agreed classroom and playground expectations
- Using safe hands and safe bodies
- Participating positively in learning activities
- Showing kindness, honesty and fairness

- Including and encouraging others
- Practising problem-solving and restorative behaviours
- Seeking help appropriately when tasks are challenging

High School Years

Students in the high school are expected to demonstrate increasing maturity, responsibility and accountability in their conduct. Positive behaviours encouraged include:

- respectful communication,
- responsible participation in learning,
- emotional self-regulation,
- respectful disagreement,
- responsible use of technology and online platforms,
- honesty and academic integrity,
- care for personal and community wellbeing,
- respectful relationship practices,
- understanding and respecting consent and personal boundaries,
- inclusion and respect for diversity,
- leadership and positive contribution to school culture,
- and restorative action where harm has occurred.

1.2 Proactive Support for Students with Reasonable Adjustments and Inclusive Practice

The school recognises its obligations under the Disability Standards for Education 2005 and relevant anti-discrimination legislation.

Where a student experiences disability, trauma impacts, neurodivergence, mental health challenges, communication differences, sensory needs or other factors affecting behaviour, the school will consider and implement reasonable adjustments to support safe participation in education and social connections.

The school is not required to implement adjustments that would impose unjustifiable hardship or that would fail to adequately protect the safety and wellbeing of students or staff.

Adjustments may include:

- environmental modifications,
- movement or sensory breaks,
- visual schedules,
- co-regulation support,
- modified communication approaches,
- Individual Education Plans,
- Behaviour Support Plans,
- differentiated learning approaches,
- restorative support processes,
- additional supervision or assistance,
- modified timetables,
- alternative learning arrangements,
- and consultation with families and external professionals where appropriate.

The school is committed to inclusion and to providing reasonable adjustments for students with disability, trauma impacts, neurodivergence and additional support needs. However, inclusion must remain safe, sustainable and compatible with the rights and wellbeing of all members of the school community.

If, despite reasonable adjustments and support measures, the school is unable to maintain safety to a reasonable standard, or where a student's behaviour continues to cause significant physical harm, psychological harm, fear, trauma or serious disruption to others, the school may determine that the current educational placement is no longer appropriate or safely manageable.

2. Being Supportive

- Staff will adopt a restorative approach to resolving conflicts within the school
- Staff will reflect on our practice both individually and with the support of our colleagues and time for this will be allowed at all educational faculty meetings
- Classroom management is centred on a trauma-informed model of students being ready to learn. A behaviour support flow chart is followed in each classroom providing opportunities for all students to reset, re-regulate and return to learning safely (Appendix 2)
- Staff will seek to ensure that behaviour expectations and responses are culturally responsive, trauma-informed, and free from bias or discrimination
- Teachers work closely and thoughtfully with students, both face to face, and through individual meditative work and via Child Studies, conducted with colleagues in student support meetings.
- The school will provide many opportunities for parents to engage with the school, to build a 'village' approach to supporting positive and respectful behaviours
- The school will provide in-class staff ratios and other support for students with specific learning and behavioural needs,
- Teachers will engage students in creating class agreements about behaviour that supports learning, with clearly articulated consequences
- Teachers will ensure that all students understand this policy and the nature of the consequences to breaches that are clearly articulated and known.
- The teachers will follow through to enact agreed consequences with fairness and consistency
- The teachers will make careful, ongoing observations to enable timely recognition of the precursors to disruptive behaviour,
- The teachers will engage students as partners in the process of addressing concerns about their behaviour,
- The teachers will educate students about appropriate responses to bullying, and restorative practise in a manner suitable to the children's developmental age.
- The teachers will collaborate with colleagues and parents to review the effectiveness of support, through the Individual Education Plan process, and take action with respect to activities, facilities and programming to mitigate disruptive behaviour. This may include the introduction of therapeutic story telling to an individual child, a whole class or at a school assembly for a broader behavioural concern.
- Teachers will provide students with time to understand and respond to instructions, and consciously pause before responding to inappropriate behaviour or language.
- The College of teachers will regularly review at educational faculty meetings Attendance, Behaviour Management and Incident records to ensure that patterns of behaviour are recognised and addressed.

2.1 Using a Restorative Approach

A restorative approach seeks to:

- strengthen relationships,
- repair harm,
- build empathy and responsibility,
- support accountability,
- and restore safety and connection within the community.

For younger children, restorative approaches may involve:

- therapeutic storytelling,
- guided reflection,
- supported conflict resolution,
- and co-regulation support and modelled relationship repair.

For adolescents, restorative approaches may additionally involve:

- facilitated restorative conferences,
- accountability conversations,
- written reflections,
- restorative agreements,
- peer mediation where appropriate,
- community repair actions,
- and increased responsibility for repairing harm caused to others.

Restorative practice does not remove the school's responsibility to maintain safety or apply appropriate consequences where serious harm has occurred.

3. Being Responsive

Responses will vary according to the age of the student, the nature of the behaviour in question and whether it is perceived as intentional or provoked. In many situations an immediate response will be all that is required, while in others more extensive procedures will need to be implemented.

Tamar Valley Steiner School expressly forbids any form of child abuse, corporal punishment or punishment which threatens or humiliates the child to be used as a response to unacceptable student behaviours.

3.1 Addressing Minor Behaviour Concerns

Minor behaviour incidents will be dealt with through verbal reminders, if student does not adjust behaviours the response may result in a minor behaviour record being lodged and an appropriate consequence. It is classified as any behaviour that threatens the physical or emotional safety of any child or adult in the school, jeopardises the right of all children to learn by disturbing the learning environment or interrupting the teacher's capacity to teach.

Examples of minor breaches of the positive behaviour expectations include:

- Unkind behaviour to others
- Not following the dress code
- Breaking the computer use agreement
- Bringing inappropriate things to school
- Breaking classroom or playground rules

- Distracting others
- Interrupting the class

3.1.1 Responses to Minor behaviour incidents:

- adopting a restorative approach between parties in conflict to ensure procedural fairness and being guided by the questions contained therein. (See appendix 1)
- Follow the behaviour support flow chart to allow for reset and re-regulation of the student (See Appendix 2)
- reminding the student of class agreements,
- instructing a student to sit quietly in another place in the classroom for a short time,
- Recorded on the minor behaviours slips if minor behaviour is repeated and persists.

3.2 Addressing Serious Behaviour Concerns:

Serious behaviour concerns are behaviours that:

- create a risk to physical or emotional safety,
- involve harassment, discrimination or bullying,
- significantly disrupt the learning environment,
- involve aggressive, threatening or harmful conduct,
- or compromise the safety and wellbeing of others.

Examples may include:

- bullying or harassment,
- discriminatory language or conduct,
- threats of harm,
- physical aggression,
- online abuse or cyberbullying,
- coercive or controlling behaviour,
- harmful sexualised behaviour,
- non-consensual or inappropriate sexual behaviour,
- possession or sharing of explicit or harmful digital content,
- serious breaches of technology expectations,
- unsafe absconding from supervision,
- intentional property damage,
- and repeated serious unsafe behaviour despite support interventions.

The school recognises that children's and adolescents' sexual behaviours exist on a developmental continuum. Responses will consider age, developmental stage, consent, power imbalance, intent, safety, wellbeing, and any indicators of harm or abuse.

3.2.1 Immediate Responses to Serious Behaviour incidents:

- A supervised, supportive space may be offered to assist a student to regulate emotions and restore safety. This is not used as punishment, isolation, or seclusion
- Contact Student Administration and support to request help with a particular situation,
- withdrawing a student when they are at risk of hurting themselves or others: and

- calling parents to collect the student when necessary.
- A behaviour Incident form is required to be completed in the case of a serious behaviour incident.

3.2.2 Follow up Actions Required to Manage and Assess Safety Risks

Schools must actively manage behaviour-related safety risks, this is outlined in the Ministerial Instruction No.7 (Tas). It is the school's responsibility to protect students and staff, do proper behaviour risk management, maintain educational access where possible, and act decisively where safety is threatened.

Steps:

1. formally risk assess serious behaviours (Appendices 3 and 4 - Student Risk Assessment Template 1 and 2);
2. document impacts on peers and staff within the risk assessments;
3. create written Positive behaviour/safety plans;
4. involve parents and specialists;
5. review whether strategies are effective;
6. escalate interventions if risks remain;
7. consider whether the school can safely continue to meet the student's needs.

If risks cannot be sufficiently reduced, stronger action may be required.

3.3 Suspension, Conditional Enrolment and Cancelling Enrolment

Suspension, conditional enrolment or cancelling enrolment may be considered where:

- there are serious safety concerns,
- significant disruption continues despite support,
- the rights of other students to safely access education are being compromised,
- or all reasonable interventions have been exhausted.

Prior to suspension or expulsion, the school will consider:

- the student's age and developmental stage,
- disability and support needs,
- reasonable adjustments already implemented,
- procedural fairness,
- the proportionality of the response,
- the safety and wellbeing of all parties,
- opportunities for restorative resolution,
- and the cumulative impact of the behaviour on other students and staff.

The school may implement:

- Behaviour Support Plans,
- safety plans,
- modified attendance arrangements,
- conditional enrolment arrangements,
- partial day programs,
- negotiated transition arrangements,

- or alternative educational pathways where appropriate.

3.3.1 Suspension

In the case of violent or aggressive behaviour, including bullying or harassment, the student may be suspended for up to 10 school days. If after 10 days the principal is not satisfied that the behaviours of concern have been addressed, an additional suspension of 10 days will be applied.

Suspension may also result from interfering with the rights of other students to learn, and of teachers to teach. Where suspension occurs, the school will seek to maintain educational continuity and support re-engagement wherever possible.

3.3.1.1 Detention and in-school suspension

Detention and in-school suspension must be delivered during supervised duty hours and in a high-traffic area of the school that can be observed by other staff. Internal suspensions may be used to investigate misconduct or de-escalate risk. These are documented and monitored but do not form part of a formal suspension record unless converted to a formal suspension.

3.1.1.2 Formal Suspension

A formal suspension of up to 10 school days imposed by the Principal or Acting Principal in response to a serious breach of the behaviour management policy.

A student may be suspended if they:

- (a) behave in such a way that poses a risk or danger, whether actual, perceived, or threatened, to the health, safety, or wellbeing of any person to the health, safety or wellbeing of any persons;
- (b) cause significant damage to, or destruction of, property;
- (c) commit, attempt to commit, or knowingly assist in the theft of property;
- (d) possess, use, sell, or deliberately assist another person to possess, use, or sell illicit substances (including alcohol, e-cigarettes, and vaping products) or weapons;
- (e) fail to comply with a clear and reasonable instruction from a staff member in a manner that poses a danger, whether actual, perceived, or threatened, to the health, safety, or wellbeing of any person;
- (f) engage in behaviour that vilifies, defames, degrades, or humiliates another person; or
- (g) consistently behave in an unacceptable manner that interferes with the wellbeing, safety, or educational opportunities of other students.

During a suspension, the principal and class teacher/guardian will assess the appropriate next step in managing the risks.

If it is deemed safe and risks are assessed as acceptable, it may result in the complete return to attendance with clear agreements outlined in a document a student development plan and behaviour contract. The student development plan and behaviour contract will include a statement of behavioural goals and a process for monitoring achievement of these, and consequences for choosing inappropriate behaviours in future. It is to be signed by the parent/guardian, class teacher/guardian and the principal before the student returns to school.

If the return of the student after suspension continues to pose an unacceptable risk the school will negotiate transition arrangements with families or propose an alternative educational pathway where appropriate.

3.3.2 Privacy, Dignity and Undiagnosed Support Needs

The school recognises that some students may demonstrate social, emotional, behavioural, trauma-related, mental health or neurodevelopmental traits that impact their participation, regulation, relationships or safety within the school environment.

The school does not diagnose medical, psychological or developmental conditions. Any discussion regarding possible disability, neurodivergence, trauma impacts or support needs must be approached respectfully, sensitively and professionally.

Staff responses and school decision-making will be based on:

- observed behaviours
- functional impacts on learning, safety and participation
- identified support needs
- risk assessments
- educational rights and wellbeing of all students

A formal diagnosis is not required for the school to:

- implement reasonable adjustments
- provide behaviour supports
- develop safety plans
- respond to unsafe behaviour
- assess whether a learning environment can be maintained safely for all students and staff

The school recognises the importance of student dignity, privacy, confidentiality, respectful communication with families, and avoiding stigmatising or labelling language.

Information regarding student wellbeing, behaviour, support needs or suspected disability must only be shared on a need-to-know basis, for educational or safety purposes, and in accordance with privacy and child safety obligations.

Where parents or carers decline assessment, diagnosis, external support or recommended interventions, the school will continue to document observed behaviours and impacts, implement reasonable school-based supports where possible, monitor risk and safety, and review whether the educational environment remains safe and sustainable for all students and staff.

The absence of a formal diagnosis does not prevent the school from taking action to maintain safety, respond to harmful behaviour, or determine whether the current placement remains appropriate.

Where competing rights arise, the school will seek to balance inclusion, procedural fairness, privacy, reasonable adjustment obligations, and the safety and wellbeing of the broader school community.

3.3.3 Enrolment Cancellation

Enrolment Cancellation decisions will only occur following comprehensive review by the Principal and College Executive and they must ensure procedural fairness by:

- (a) undertaking a comprehensive review of the circumstances;
- (b) consulting with parents, carers and/or guardians as well as the student;
- (c) considering available supports and reasonable adjustments that can be provided to support the student and their needs, unless providing those reasonable adjustments would impose an unjustifiable hardship on the School;

- (d) obtaining and considering relevant professional advice, as that is relevant;
- (e) providing procedural fairness, including by offering the student the opportunity to have a support person or observer present during formal interviews;
- (f) recording the key points of interviews and discussions in writing; and
- (g) providing written reasons for any decision.

A Principal or Acting Principal and College Executive may cancel a student's enrolment if, while attending school, travelling to or from school, or participating in any school related activity away from school, the student:

- (a) engages in behaviour described in the suspension grounds outlined in section 3.1.1 of this Policy; and
- (b) the behaviour is of such magnitude that, having regard to the student's right to receive an education and the need to maintain the health, safety, and wellbeing of other students and staff, as well as the effectiveness of the School's educational programs, cancellation is the only reasonable and proportionate response after other interventions have been considered or attempted. Before implementing a cancellation, the principal will ensure the student is given an opportunity to be heard and that all relevant information and documentation relating to the incident and circumstances are considered.

All cancellations will be communicated to the student and their parents or guardians in writing and, where appropriate, verbally. A cancellation meeting with the student and their parents or guardians will normally be held.

Before any student is suspended, any existing suspension is extended or converted to enrolment cancellation, or an enrolment is cancelled, and that action is taken in connection with the student's behaviour, the School will assess whether the relevant behaviour is a manifestation of disability or support needs and whether reasonable adjustments have been provided and exhausted as required at law.

Where disability and support needs are a factor relating to proposed suspension or enrolment cancellation, the Enrolment Policy and Procedure will also be relevant.

3.3.4 Discrimination obligations

Under section 104 of the Anti-Discrimination Act 1998 (Tas), the School is required to:

- ensure that all members of the School community (including staff, volunteers, contractors, students, parents, guardians and visitors) are made aware of discrimination and prohibited conduct under this Policy and at law and do not engage in, repeat or continue such conduct; and
- take reasonable steps to ensure that no member, officer, employee or agent of the School engages in discrimination or prohibited conduct under this Policy and at law.

DOCUMENTATION

Whenever a student's behaviour impacts adversely on others, parents must be informed either verbally or via an incident report on the day of the incident. If a verbal report is given, relevant details of the incident must be recorded by the teacher on an incident form and lodged with the principal. If an incident report is given or sent to the parent, a copy must be kept on the student's file.

Written records must be kept of all meetings with students held to follow up/respond to behaviour incidents. Where a student has required first aid, this must also be documented and kept on file.

Behaviour recording and privacy

Behaviour records will be stored securely and managed in accordance with privacy obligations and the school's record-keeping policies.

Minor behaviour incidences will be logged but will not be kept as records in each student's file.

All Serious Behaviour Incidents, Student Risk Assessments, Behaviour Plans, Safety Plans and Student Engagement Tracking Charts will be kept in each student's individual files which are stored securely in restricted access folders on the schools document management system.

Summaries of attendance records and Behaviour Management records must be reviewed by the College of Teachers at least twice per term, to ensure that patterns of poor behaviour are identified and addressed.

EXTERNAL COMPLAINT PATHWAYS

Any person may make a complaint about conduct covered by this Policy to an external body. This may usually be done without first completing the School's internal complaints process.

Relevant external bodies include:

- Australian Human Rights Commission, for complaints under the *Disability Discrimination Act 1992* (Cth);
- Equal Opportunity Tasmania, for complaints under the *Anti-Discrimination Act 1998* (Tas); and
- the Disability Commissioner, for reports under the *Disability Rights, Inclusion and Safeguarding Act 2024* (Tas).

The School will cooperate in good faith with any inquiry, investigation or conciliation conducted by any of these bodies.

END

APPENDIX 1 – RESTORATIVE APPROACH

A Restorative approach aims for outcomes such as ‘people doing the right thing most of the time, people who are thoughtful about the impact of their own behaviour on others, people who take responsibility for their actions and the development of a sense of community and connectedness.’ (M. Thorsborne and D. Vinegrad)

The restorative approach supports procedural fairness, enables the engagement of witnesses to an incident in a fair and respectful manner, provides all participants with the opportunity to respond to allegations or accusations and predicates the removal of bias from a teacher or adult who may be facilitating the discussion or adjudicating an incident.

The Principles of Restorative Practice:

- + foster awareness
- + avoid scolding or lecturing
- + involve offenders actively
- + accept ambiguity
- + separate deed from the doer
- + see every instance of wrong-doing and conflict as an opportunity for learning (Watchel and McCold)

Restorative practices are based on the beliefs that:

- + those involved are best placed to resolve a conflict or problem
- + imposed solutions are less effective, less educative and less likely to be honoured (JLD Restorative Practices)

What does restorative practice look like in action?

To achieve the fair process required we must be:

- + respectful of all parties
- + listen actively to all parties
- + ask the right questions

Questions to ask when things go wrong:

There are three phases to questioning:

1. **Past or storytelling phase**, where each party gets to tell their side of the story without judgment.
 - What happened? (Sometimes – What happened before that?)
 - What were you thinking at the time?
2. **Present or reflection phase**, where each party has the opportunity to consider the impact on others.
 - What have you thought about since?
 - Who has/how have you been affected by what you have done/experienced? In what way?
3. **Future or reparation phase**, where each party is given the chance to either heal harm done or forgive.
 - What do you think you need to do/ need to make things right?

